

# Measure Up

**Fall 2010**

**Assessment news for twelfth-grade teachers**



## ***Did you know?***

- **Results for the 2009 High School Transcript Study (HSTS) will be available later this academic year.**
- **NAEP 2009 grade 12 results for mathematics and reading will be available this academic year.**
- **NAEP 2009 grade 12 state-level results for mathematics and reading will be released for the first time for 11 pilot states this academic year.**

## **NAEP High School Transcript Study**

Through the NAEP High School Transcript Study (HSTS), the National Center for Education Statistics (NCES) periodically surveys the curricula being followed in our nation's high schools and the coursetaking patterns in mathematics and science of high school students through a collection of transcripts.

HSTS was first conducted by NCES in 1982, capturing baseline information on high school students' coursetaking patterns at a time when major curriculum changes were being implemented. Conducted in conjunction with the National Assessment of Educational Progress (NAEP), HSTS also offers information on the relationship of student coursetaking patterns to achievement at grade 12 as measured by NAEP. With the most recently reported 2005 study, HSTS provides

over a decade of valuable findings to the education community. Look for the HSTS 2009 results to be reported during the 2010-2011 school year.

### **What Is Collected**

The HSTS collects information that is contained on the student high school record – i.e., courses taken while attending secondary school; information

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### ***Highlights from 2005 HSTS***

Graduates who had completed a rigorous curriculum or had GPAs placing them in the top 25 percent of graduates had higher average NAEP scores than other graduates.

Male and female graduates' GPAs overall and in mathematics and science have increased since 1990. Female graduates' GPAs overall and in mathematics and science were higher than the GPAs of male graduates during each year the HSTS was conducted.

Increased percentages of White, Black, Hispanic, and Asian/Pacific Islander graduates completed at least a midlevel curriculum in 2005 compared with 1990. The GPAs of all four racial/ethnic groups also increased during this time.



## NAEP HSTS

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on credits earned; year and term a specific course was taken; and final grades. When available, information on class rank and standardized scores is also collected. Once collected, information (e.g., course name, credits earned, course grades) is transcribed and standardized (e.g., credits and credit hours standardized to a common metric) and can be linked to the assess-

ment data and contextual variables from the school and student questionnaires.

### Purpose of Collecting Transcript Data

Transcripts are considered to be more accurate than student self-reported information and represent a record of courses taken by the student. This information can be used to examine coursetaking patterns and to predict future education outcomes.

To access the  
NAEP frameworks,  
please visit  
[http://nces.ed.gov/  
nationsreportcard/  
frameworks.asp](http://nces.ed.gov/nationsreportcard/frameworks.asp)

For the full report, visit  
<http://nationsreportcard.gov>  
and select “Economics.”

## Economics

In 2011, selected twelfth-grade students will participate in the pilot for the NAEP 2012 economics assessment. As part of the first economics assessment in 2006, grade 12 students answered questions

representing a wide range of content from three areas: market economy, national economy, and international economy. The areas and selected national results are presented in the table below.

**Market economy** – traditionally described as microeconomics – covers how individuals, businesses, and institutions make decisions about allocating resources in the marketplace.

- 72% described a benefit and a risk of leaving a full-time job to further one's education
- 46% interpreted a supply and demand graph to determine the effect of establishing a price control

**National economy** – traditionally described as macroeconomics – encompasses the sum of decisions made by individuals, businesses, and government.

- 60% identified factors that lead to an increase in the national debt
- 33% explained the effect of an increase in real interest rates on consumers' borrowing

**International economy** concentrates on international trade – how individuals and businesses interact in foreign markets.

- 63% determined the impact of a decrease in oil production on oil-importing countries
- 51% determined a result of removing trade barriers between two countries

## Writing

Here is a sample writing prompt from the NAEP 2007 assessment along with descriptions from the writing scoring guide.

The twentieth century has given us inventions that have changed our lives in many ways. Big inventions, like television, computers, or microwave ovens, have had such a great impact on our culture that they seem to overshadow the small ones, like ballpoint pens, headphones, or calculators.

Write an essay in which you argue whether the “big” inventions or the “small” ones play a more important role in your daily life and provide reasons to support your position. You may use the examples of inventions given above or come up with some of your own. Give as many examples as you feel necessary to support your position.



Sample student responses to other NAEP items, as well as a complete scoring guide, can be found by visiting the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/itmrlsx>.

As part of NAEP 2011, selected twelfth-graders will take a computer-based writing assessment.

### Excerpted Scoring Guide

**Excellent** (5% of students received this score). Response is focused and well organized, with effective use of transitions. Takes a clear position and supports it consistently with well-chosen reasons.

**Skillful** (21% of students received this score). Takes a clear position and supports it with pertinent reasons and/or examples through much of the response.

**Sufficient** (34% of students received this score). Takes a clear position and supports it with some pertinent reasons and/or examples; there is some development. Is generally organized, but has few or no transitions among parts.

**Uneven** (27% of students received this score). Characterized by one or more of the following: takes a position and provides uneven support; may lack development in parts or be repetitive.

**Insufficient** (9% of students received this score). Characterized by one or more of the following: takes a position but response is undeveloped; is disorganized in much of the response.

**Unsatisfactory** (3% of students received this score). May be characterized by one or more of the following: takes a position but position is very unclear; has little or no apparent organization.

NOTE: These results are for public and nonpublic school students. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2007 Writing Assessment.

## What is The Nation's Report Card?

The Nation's Report Card informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), the largest continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in mathematics, reading, science, writing and other subjects. By collecting and reporting information on student performance at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement and relevant variables is collected. The privacy of individual students and their families is protected, and the identities of participating schools are not released.

This publication was prepared for the National Assessment of Educational Progress by Westat under contract (ED-07-CO-0083) to the National Center for Education Statistics, U.S. Department of Education.

30419.0710.8540540301

### If you want to...

### Visit...

<b>Learn</b> more about NAEP results	The Nation's Report Card at <a href="http://nationsreportcard.gov">http://nationsreportcard.gov</a>
<b>View</b> NAEP data for a particular state or contact your NAEP State Coordinator	The National Center for Education Statistics at <a href="http://nces.ed.gov/nationsreportcard/states">http://nces.ed.gov/nationsreportcard/states</a>
<b>Access</b> specific results for a grade level, subject, jurisdiction, and/or demographic groups	The NAEP Data Explorer at <a href="http://nces.ed.gov/nationsreportcard/naepdata">http://nces.ed.gov/nationsreportcard/naepdata</a>
<b>Find</b> information regarding the types of questions used on NAEP assessments or view subject-specific questions	The NAEP Questions Tool at <a href="http://nces.ed.gov/nationsreportcard/itmrlsx">http://nces.ed.gov/nationsreportcard/itmrlsx</a>
<b>Download</b> a Sample Questions booklet that contains sample test questions for the upcoming and previous assessments	The National Center for Education Statistics at <a href="http://nces.ed.gov/nationsreportcard/about/booklets.asp">http://nces.ed.gov/nationsreportcard/about/booklets.asp</a>
<b>Learn</b> more about NAEP frameworks and how policy is drafted for each NAEP assessment	The National Center for Education Statistics at <a href="http://nces.ed.gov/nationsreportcard/frameworks.asp">http://nces.ed.gov/nationsreportcard/frameworks.asp</a>
<b>Offer</b> a comment or suggestion on NAEP	The National Center for Education Statistics mailbox at <a href="http://nces.ed.gov/nationsreportcard/contactus.asp">http://nces.ed.gov/nationsreportcard/contactus.asp</a>